






PHYSICAL EDUCATION  
SCHEME OF WORK

<b>TERM 3</b>	8 Weeks
<b>AGE GROUP:</b>	8

	TOPIC	ROLLING			
	LEARNING OBJECTIVES	SUGGESTED LEARNING ACTIVITIES	RECOMMENDED RESOURCES	ASSESSMENT	INTEGRATION OF CCE AND SEL
WEEK 1-2	<b>LOG ROLL</b>				
	<ul style="list-style-type: none"> <li>▪ Perform a log roll by rolling to the left or right with arms by the side of the body</li> <li>▪ Perform a continuous log roll</li> </ul>	<p>Student to take turn to perform a log roll using an incline wedge gymnastics mat including flat gymnastics mat with teacher's guidance.</p> <ol style="list-style-type: none"> <li>1. Teacher and students to watch YouTube on Log Roll as introduction.</li> <li>2. Teacher to set up incline wedge gymnastics mat. Put the flat gymnastics mat beside it.</li> <li>3. Teacher to demonstrate log roll. Teacher to lie on the back wedge mat with face facing top and both hand placed on both side of the body. Teacher Counted "1, 2, 3" and log roll down the wedge.</li> <li>4. Teacher assist/guide students to take turn lie on the top of wedges mat with</li> </ol>	 Log Roll.wmv   Log Pencil Egg roll.wmv		<ul style="list-style-type: none"> <li>▪ Self-awareness</li> <li>▪ Resilience</li> </ul>

		<p>face facing top and both hand placed on both side of the body.</p> <ol style="list-style-type: none"> <li>Teacher tell student after counting of 3, student to log roll down the wedge mat. Teacher to provide physical guide for student who not able to log roll down the wedge.</li> <li>If student refuse to log roll from wedge, teacher to place a towel on the flat mat. Student to lie on the flat mat with towel/yoga mat and teacher to guide by pull the towel/yoga mat upward and outward toward student direction to apply pushing strength</li> </ol>			
WEEK 3-4	<p><b>PENCIL ROLL</b></p> <ul style="list-style-type: none"> <li>Perform a pencil roll by rolling to the left or right in the stretch position (arms above head)</li> <li>Perform a continuous pencil roll</li> </ul>	<p>Student to take turn to perform a pencil roll using an incline wedge gymnastics mat plus flat gymnastics mat with teacher guidance.</p> <ol style="list-style-type: none"> <li>Teacher/students to watch youtube on Pencil Roll</li> <li>Teacher set up Incline wedge gymnastics mat with the flat gymnastics mat lay beside.</li> </ol>	 <p>Pencil Roll.wmv</p> <hr/>  <p>Pencil Roll 1.wmv</p>		<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Resilience</li> </ul>

3. Teacher to demonstrate Pencil roll. Teacher lie on the top of wedges mat with face facing top and both hand placed straight up above head. Teacher Counted “1, 2, 3” and Pencil roll down the wedge.
4. Teacher assist/guide students to take turn lie on the top of wedges mat with face facing top and both hand placed straight up above head.
5. Teacher tell student after counting of 3, student to Pencil roll down the wedge mat. Teacher to provide physical guide for student who not able to Pencil roll down the wedge.
6. If student refuse to Pencil roll from wedge, teacher to place a towel/yoga mat on the flat mat. Student to lie on the flat mat with towel/yoga mat and teacher to guide by pull the towel upward and outward toward student direction to apply pushing strength.






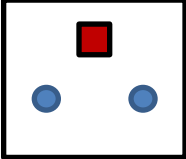
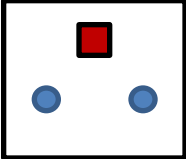
Pencil roll 2.wmv

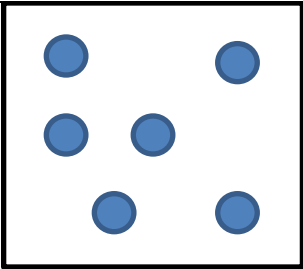


Log Pencil Egg roll.wmv



	<b>Egg Roll</b>				
	<ul style="list-style-type: none"> <li>Perform an egg roll by rolling to the left or right in the curled up position</li> </ul>	<p>Student to take turn to perform an egg roll using a gymnastics mat with teacher guidance.</p> <ol style="list-style-type: none"> <li>Teacher/students to watch youtube on Egg Roll</li> <li>Teacher set up flat gymnastics mat.</li> <li>Teacher to demonstrate egg roll. Teacher to squat at one end of the fat mat. Both hand hug on shins (Below kneecap) and bring body down to one side to roll on the mat (As show in the video).</li> <li>Students take turn to perform egg roll guided by teacher.</li> </ol>	 Egg roll 1.wmv <hr/>  Egg Roll.wmv <hr/>  Log Pencil Egg roll.wmv		<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Resilience</li> </ul>
	<b>TOPIC</b>	<b>BALANCE (STATIC &amp; DYNAMIC)</b>			
	<b>LEARNING OBJECTIVES</b>	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>RECOMMENDED RESOURCES</b>	<b>ASSESSMENT</b>	<b>INTEGRATION OF CCE AND SEL</b>
	<b>HOW THE BODY MOVES</b>				

<p>WEEK 5-6</p>	<ul style="list-style-type: none"> <li>▪ Balance on toes for 2 seconds, and then on heels for another 2 seconds</li> <li>▪ Balance and freeze after a fast run-up</li> <li>▪ Balance while crossing the bench or balancing beam</li> </ul>	<p>Activity 1 Balance on toes, and then on heels for another 2 seconds</p> <ul style="list-style-type: none"> <li>• Student will stand on a marker.</li> <li>• Student will put out right toe on the right marker.</li> <li>• Student will put out left toe on the left marker.</li> </ul> <p>Activity 2</p> <ul style="list-style-type: none"> <li>• Balancing on one foot – tap the heels on the markers</li> <li>• Student will stand on a marker.</li> <li>• Student will put out right heel on the right marker.</li> <li>• Student will put out left heel on the left marker.</li> </ul> <p>Activity 3 Balance and freeze after a fast run-up</p> <ul style="list-style-type: none"> <li>• Teacher will place markers all over the floor. Then they will play a song.</li> <li>• Students will run around in an open space.</li> <li>• When teacher blows the whistle, student will stop and freeze on a marker.</li> <li>• Repeat activity</li> </ul>	<p>Floor marker x3 per student</p>  <p>Legend: Red square – student Blue circles – markers</p> <p>Floor marker x3 per student</p>  <p>Legend: Red square – student Blue circles – markers</p> <p>Whistle</p>	<ul style="list-style-type: none"> <li>▪ Self-awareness</li> <li>▪ Resilience</li> </ul>
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		<p>Activity 4 Balance while crossing the bench or balancing beam (for safety reason, we will use the markings on the floor)</p> <ul style="list-style-type: none"> <li>• Students will balance while walking within a given space at the hall.</li> <li>• Students to walk on the line variety of ways: forward, heel-to-toe, with arms outstretched, hands on hips, and even walking sideways or backwards.</li> </ul>	 <p>Legend: Blue circles – markers</p> <p><a href="#">Balance Beam - YouTube</a></p> <p><a href="#">Walking on the Line: A Fun and Engaging Activity for Kids to Improve Coordination - YouTube</a></p>		
	<p><b>WHERE THE BODY MOVES</b></p>				
	<ul style="list-style-type: none"> <li>▪ Balance with one foot inside a hoop and both palms outside on the floor</li> <li>▪ Balance on one foot for 5 seconds, then turn on the spot to face another direction</li> </ul>	<p>Activity 1 Balance with one foot inside a hoop and both palms outside on the floor</p> <ul style="list-style-type: none"> <li>• Students will have one hoop to themselves.</li> <li>• Stand on right leg in the hoop and both palms outside of hoops and on the floor.</li> <li>• Stand on left leg in the hoop and both palms outside of hoops and on the floor.</li> </ul> <p>Activity 2</p> <ul style="list-style-type: none"> <li>• Challenge students to put on their shoes, one at a time while standing.</li> </ul>	<p>Hula hoops x number of students</p> <p>School shoes</p>		<ul style="list-style-type: none"> <li>▪ Self-awareness</li> <li>▪ Resilience</li> </ul>

		<p>Activity 3</p> <ul style="list-style-type: none"> <li>• Stand on one leg for 5 seconds (repeat the same for the other leg)</li> <li>• Do a Tree post (yoga) <ul style="list-style-type: none"> <li>○ Look left</li> <li>○ Look right</li> <li>○ Look down/up</li> </ul> </li> </ul>			
WEEK 7-8	<b>WITH WHOM/WHAT THE BODY MOVES</b>				
	<ul style="list-style-type: none"> <li>▪ Balance while walking with a bean bag/folded towel placed on different parts of the body</li> <li>▪ Balance on one foot with one hand on a basketball placed on the floor</li> <li>▪ Balance on his/her back with feet pointing to the sky</li> <li>▪ Balance while walking towards a friend on a line and crossing each other without stepping out of the line</li> </ul>	<p>Activity 1 Activity to be done in the Hall.</p> <ul style="list-style-type: none"> <li>• Place a bean bag/ folded towel on the head/shoulder/wrist and walk forward at least 10m</li> <li>• Place a bean bag/ folded towel on the head/shoulder/wrist and walk at least 10m backward</li> </ul> <p>Activity 2</p> <ul style="list-style-type: none"> <li>• Balance on one leg with one hand on a basketball placed on the floor (repeat the same for the other leg)</li> </ul> <p>Activity 3</p> <ul style="list-style-type: none"> <li>• Students to lay down on the floor and raise their legs up 90 degrees angle with feet pointing to the sky.</li> </ul> <p>Activity 4</p> <ul style="list-style-type: none"> <li>• Make 2 taped line on the floor or tape yarn/string to the floor (parallel to each other – at least 3m apart).</li> <li>• Divide the class into 2 groupings.</li> <li>• Play a game: The 2 groups will stand opposite each other. 1 student from each</li> </ul>	<p>Bean bag /Towel Cones (point A and Point B)</p> <p>Basketball (or any other ball that is available)</p> <p>Coloured tape, yarn/string</p> <p><a href="https://empoweredparents.co/balancing-activities-for-preschoolers/">https://empoweredparents.co/balancing-activities-for-preschoolers/</a></p>		<ul style="list-style-type: none"> <li>▪ Self-awareness</li> <li>▪ Resilience</li> </ul>

		<p>group will walk on the line towards the opposite side and walked past each other.</p> <ul style="list-style-type: none"><li>• How to win: The winner will be the group that has all their friends crossed the other side without stepping out of the line.</li></ul>			
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